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ABSTRACT

This study guide is designed as an aid to individuals taking the Georgia Teacher Certification Test (TCT) in communicative arts. Learning objectives are described for: (1) logical reasoning; (2) research; (3) written composition; (4) language; (5) communications media and careers; (6) literature; (7) reading; and (8) oral communications. Following the listed objectives, references for further reading are offered. (JD)

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STUDY GUIDE FOR TCT IN COMMUNICATIVE ARTS

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SP 023 056

National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information, contact:

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CONTENTS

Introduction iv

1 Logical Reasoning 1

2 Research 9

3 Composition 15

4 Language 25

5 Communications Media and Careers 33

6 Literature 41

7 Reading 51

8 Oral Communications 56

STUDY GUIDE FOR TCT IN COMMUNICATIVE ARTS

Field 03: Communicative Arts

Introduction

The Study Guide for the TCT in Communicative Arts is designed to test content area knowledge that most students should acquire during the course of their undergraduate educations. Many students, therefore, will require no special preparation before taking this examination. Other individuals, however, will be aware of certain weaknesses in their preparation for the TCT; it is primarily for these individuals that this guide is intended. Test takers will find it most helpful to use this study guide selectively; they will not want to read every reference listed but rather only those which are most appropriate for their situations. They should also realize that the suggested readings were based on a review of the published test objectives, not of the test items themselves.

This guide lists sources for each of the eight subareas: (1) Logical Reasoning, (2) Research, (3) Composition, (4) Language, (5) Communications Media and Careers, (6) Literature, (7) Reading, and (8) Oral Communications. Under each subarea, objectives are listed and numbered. Following the objectives for each subarea are references arranged in alphabetical order and keyed to objectives by numbers and letters (for subparts). Sometimes several references are keyed to one objective or subparts of an objective.

In addition to the content objectives and sources that follow, examinees should be aware that:

1. The TCT items are multiple choice with four alternatives.
2. There are no penalities for guessing.
3. Examinees are given 3 1/2 hours of actual test time and may request up to an additional hour.
4. In order to pass the TCT, one does not have to pass each subarea. The total score is determined by the number of correct answers.

Examinees wanting specific help with test-taking skills should ask for assistance from their college/university counseling centers and/or refer to one or more of the references listed below:

Flippo, Rona F. Testwiseness. Rehoboth, MA: Twin Oaks Publishing, 1983.

Millman, J., and Pauk, W. How to Take Tests. New York: McGraw Hill, 1969.

Pauk, W. How to Study in College (2nd Edition). Boston: Houghton Mifflin, 1974.

Preston, R.C., and Botel, M. How to Study. Chicago: SRA, 1974.

Raygor, A.L., and Wark, D.M. Systems for Study. New York: McGraw Hill, 1970.

FIELD 03: COMMUNICATIVE ARTS

Logical Reasoning

1. Specify well-conceived goals in clear and unambiguous language. For example:
   a. Arrange goals in order of priority.
   b. Specify subgoals necessary to achieve goal.
   c. Develop realistic schedules for achievement of goals.
   d. Identify obstacles and suggest solutions.
   e. Identify other factors which might modify goals.

2. Identify a possible solution based on the information provided. For example:
   a. Specify the exact nature of the problem.
   b. Identify information relevant and irrelevant to the solution of problem.
   c. Assemble elements (e.g., information) for solution of problem and and arrange them in logical sequence.

3. Generate ideas, solutions, and points of view. For example:
   a. Identify or generate a classification scheme for problems.

4. Generate testable hypotheses from a background of theoretical concepts and/or factual information. For example:
   a. Understand the background of a problem.
   b. Generate new ideas of a hypothetical-deductive nature (e.g., if X is true, then maybe A, B, or C is true).
   c. Test validity of new ideas in terms of soundness or reasoning (e.g., determine that deductions are not fallacious).
   d. Test truth of new ideas by experimenting or seeking additional information.
   e. Perceive implications of the truth or falsity of a hypotheses.

5. Infer new ideas from two or more statements. For example:
   a. Perceive or infer relationship between two or more events (possible relationships: spatial, temporal, cause-effect, causal chain, etc.).
   b. Perceive or infer relationship between two or more ideas (possible relationships: similarity, contrast, confirmation, contradiction, tangentiality, irrelevance, logical necessity, contingency if-then).

6. Analyze a poorly organized, ambiguous paragraph and identify appropriate revisions.

Logical Reasoning (continued)

7. Infer probable causes(s) and/or effect(s) of an event. For example:
   a. Infer immediately preceding cause(s) or occasion of event.
   b. Infer immediate, short-term effect(s) of event.
   c. Infer underlying, long-standing or root cause(s) of event.
   d. Infer long-term spreading effect(s) of event.

8. Recognize different viewpoints on the same issue. For example:
   a. Identify ways of reconciling, or effecting a compromise, between conflicting viewpoints.

9. Distinguish between factual and fabricated accounts in all forms of communication. For example:
   a. Recognize communication as having fictitious plot and characters.
   b. Recognize real-life individuals or prototypes portrayed in fiction.

10. Recognize use of propaganda techniques, biased viewpoint, and relevant or irrelevant evidence to support an opinion. For example:
   a. Distinguish between factual statements and opinions.
   b. Evaluate evidence for a stated "fact" or opinion.
   c. Evalute reliability of source information.
   d. Evaluate credentials of speaker or cited expert.

11. Infer meanings other than those represented by literal statements. For example:
   a. Read between the lines.
   b. Recognize author's attitude toward his or her subject.
   c. Recognize allusions (e.g., to people, events, written material).

12. Identify generalizations, rules, or principles that can be drawn from specific instances. For example:
   a. Formulate new rule or principle from presented instances.
   b. Broaden known rule or principle to include new instances.
   c. Use analogy to infer generalization.

13. For given generalizations, derive specific statements or conclusions. For example:
   a. Evaluate generalization.
   b. Analyze generalization.
   c. Draw correct inference.

14. Perform tasks of classification, multiple classification, and class inclusion. For example:
   a. Perceive common characteristic(s) in apparently diverse elements.
   b. Perceive differences among apparently similar elements.
   c. Classify simultaneously on more than one dimension.

15. Arrange concepts hierarchically according to given criteria. For example:
    a. Identify level of generality or specificity of concept(s).

16. Identify similarities and differences on the basis of some criteria. For example:
    a. Identify similarities and differences on the basis of given criteria.
    b. Evaluate criteria for reviewing similarities and differences.

17. Predict outcome(s), given one or more pieces of information. For example:
    a. Evaluate evidence pro and con for each piece of information.
    b. Reject unsupported or improbable "evidence."
    c. Assign relative emphasis to each piece of information.
    d. Integrate or reconcile pieces of information.
    e. Identify several possible outcomes from integrated information.
    f. Identify information from which parallels can be formulated.
    g. Assign probability level to each outcome.
    h. Estimate effect(s) of the most probable outcome.
    i. Adjust behavior according to estimates of the most probable outcome(s).

18. Critically analyze information. For example:
    a. Identify meaning of statement.
    b. Judge whether ambiguity exists in a line of reasoning; certain statements contradict each other; conclusions follow necessarily; statements are specific enough; statement is actually an application of a certain principle; observation statements are reliable inductive conclusions are warranted; problem is identified; something is an assumption; a definition is adequate; statement made by alleged author is acceptable.
    c. Identify nature of argument or issue; analyze background or position from which author is writing and its influences on his or her view of the issue.
    d. Identify intentions, outcomes, implications, etc., which go <u>beyond</u> literal message.

19. Evaluate communication on the basis of all available information. For example.
    a. Take account of own subjective feelings in evaluating total message.

20. Identify and apply well-defined, elaborated, and novel concepts. For example:
    a. Identify difference between denotative (definitional) and connotative (elaborative) aspects of a concept.
    b. Analyze nondefinitional aspects of concept.
    c. Generalize concept to include new instances.

Logical Reasoning (continued)

d. Differentiate concept into subconcepts.
e. Apply concept appropriately.
f. Generate new concepts to explain complex phenomena.

21. Recognize how imagination is used in the development of ideas and products. For example:
    a. Produce many associations (responses) to stimuli (free flow of ideas, verbal fluency).
    b. Identify creative ideas and products in others (especially children).

22. Recognize original or novel ideas. For example:
    a. Make unusual associations.
    b. Enumerate unusual uses for an object.

23. Identify possible change strategies in solution of problem. For example:
    a. Identify several approaches to solution of problem.
    b. Identify best time to change strategies (i.e., be persistent enough to give first strategy a chance to work, but do not perservere on unproductive strategy).
    c. Analyze circumstances.
    d. Identify types of change strategy.
    e. Identify methods of implementation.

Sources: Logical Reasoning

Altick, Richard D. Preface to Critical Reading. New York: Holt, Rinehart, and Winston, 1960.

Sections discuss denotation and connotation, diction, patterns of clear thinking, sentences and paragraphs, and tone. Chapters on talking the language of the audience, cliches, deductive reasoning, sentence rhythm, rhythm of verse, metaphors, symbols, and the elements of prose and poetry are included.

(Objectives: 5, 6, 8, 10, 14, 18, 19)

Applbaum, Ronald L., and Anatol, Karl W.E. Effective Oral Communication for Business and the Professions. Chicago: Science Research Associates, Inc., 1980.

This general textbook examines many principles and concepts which can be applied to self-improvement in oral communication. One brief segment (pages 302-305) discusses types of problems and how to solve them.

(Objectives: 1, 18, 22)

Bergman, Floyd L. The English Teacher's Activities Handbook: An Ideabook for Middle and Secondary Schools. Boston: Allyn and Bacon, Inc., 1975.

Each of the sections on composition, grammar and language, literature, reading, and room management has been divided into an introduction, deliberation, evaluation, and application components. A resource bibliography is included.

(Objectives: 1, 2, 3, 4a, 5, 6, 7, 9, 14a, 17, 18, 19, 22, 23)

Burton, Dwight L.; Donelson, Kenneth L.; Fillion, Bryant; and Haley, Beverly. Teaching English Today. Boston: Houghton Mifflin Company, 1975.

Sections on planning instruction, verbal and written communication, teaching language and literature, non-print media, and evaluating student performance are included. Appendices include junior novels, films, theme units, and activity cards.

(Objectives: 1; 2; 3; 4a, b, c; 5; 6; 13; 14; 15; 16; 17a, c, d, e, f, h, i; 18b, c; 19; 20c, e; 21; 22; 23)

Ehninger, Douglas; Gronbeck, Bruce, E.; McKerrow, Ray E.; and Monroe, Alan H. Principles and Types of Speech Communication. New York: Scott, Foresman and Company, 1982.

An overview of communication theories and principles with suggestions for developing communication competencies is included. The sections on "determining the purpose" (pages 65-71) and the "motivated sequence" (pages 161-166; 316-318) have relevance to goal-setting and goal-attainment.

(Objectives: 1, 18, 21)

Freeley, Austin J. Argumentation and Debate. Belmont, California: Wadsworth Publishing Company, 1976.

While the content of the book focuses upon the basic concepts of argumentative speaking, Chapter 9 examines the structure of

reasoning with emphasis on the application of inferences. Causal reasoning is presented from page 120 to page 126, and testing evidence is discussed on pages 92-108.

(Objectives: 7, 9, 12, 13, 16, 18)

Hayakawa, S.I. Language in Thought and Action. New York: Harcourt Brace, 1949.

Jenson, J. Vernon. Argumentation: Reasoning in Communication. New York: D. Van Nostrand Company, 1981.

The scope of this textbook stresses reasoning as applied to argumentative contexts. Chapter 4 (particularly pages 62-83) deals with various types of claims and discusses possible avenues for analyzing problems. Chapter 5 is relevant with its emphasis on proving statements through application of reasoning principles.

(Objectives: 2, 3, 12, 13, 16)

John, Mellie; Yates, Pauline; and Delaney, Edward. Basic Language. New York: Harper and Row, Publishers, Inc., 1978.

Basic skills instruction, sentence development, review exercises, and research skills are discussed and coordinated with the handbook.

(Objectives: 1; 2c; 3; 5; 6; 14; 15; 17c, d, e; 20a, b, c, d, e)

Judy, Stephen N., and Judy, Susan J. The English Teacher's Handbook. Cambridge: Winthrop Publishers, Inc., 1979.

Sections of planning curriculum, constructing materials, and individualization are followed by ideas and discussions of techniques to use in teaching. A list of resources is included.

(Objectives: 1, 2, 3, 5b, 6, 15, 17, 18, 19, 21, 23)

Levin, Gerald. Writing and Logic. New York: Harcourt Brace and Jovanovich, Inc., 1982.

This work examines the basic principles of correct reasoning. Specific attention is given to paragraph development and in organizing logical written communications.

(Objectives: 14, 15, 16, 17, 18)

Sources: Logical Reasoning (continued)

Loban, Walter; Ryan, Margaret; and Squire, James R. Teaching Language and Literature. Second Edition. New York: Harcourt, Brace, and World, 1969.

Sections include usage, sentence structure, logical thinking, communication skills, literature appreciation, values, and program planning.

(Objectives: 1; 2; 3; 4a, b, c; 5; 6; 10; 11b; 15; 17; 18; 20; 23)

Minnick, Wayne. The Art of Persuasion. Second Edition. Boston: Houghton Mifflin Company, 1968.

A comprehensive treatment of persuasive skills and strategies is the primary focus of this text. Included are discussions on confirming hypotheses and ambiguity in language areas.

(Objectives: 4, 5, 7, 10, 11, 12, 13, 17, 18, 19, 23)

Neman, Beth. Teaching Students to Write. Columbus: Charles E. Merrill Publishing Company, 1980.

Sections deal with expository writing from a thesis-centered approach with emphasis on prewriting and revision.

(Objectives: 1; 2; 3; 5; 6; 7; 13; 14; 17a; 18a, b; 19; 20e; 23a, c, d, e)

Ochs, Donovan J., and Winkler, Anthony C. A Brief Introduction to Speech. Second Edition. New York: Harcourt Brace Jovanovich, Inc., 1983.

This survey text provides general and specific principles involved with human communication. Chapter 5 analyzes the selection of topic and the development of a central idea.

(Objectives: 1, 5, 8, 11, 16)

Rodrigues, Raymond J.,; and Badczewski, Dennis. A Guidebook for Teaching Literature. Boston: Allyn and Bacon, Inc., 1978.

Sections on organization, planning , and instruction in literature are accompanied by relevant composition exercises on reproduction pages.

(Objectives: 1; 2; 3; 5; 9; 10a; 13a, b; 15; 17; 18c; 19; 23)

Sources: Logical Reasoning (continued)

Sproule, J. Michael. Argument: Its Language and Influences. St. Louis: McGraw-Hill Book Company, 1980.

Sections of this text include a wide range of materials related to persuasive arguments. Of particular merit is Chapter 4 which explains a variety of tests for the validity of statements.

(Objectives: 9, 18, 23)

Toulmin. The Uses of Argument. Cambridge, England: Cambridge University Press, 1964.

Wolfe, Don M. Creative Ways to Teach English. New York: Odyssey Press, Inc., 1958.

Sections include organization, planning, and instruction in the classroom. Content includes speech, reading, and grammar and composition activities for the secondary school.

(Objectives: 1; 2; 3; 4; 5; 8; 9; 10; 12; 13; 14; 17; 18a, b, c; 19; 20; 21; 23)

Sources: Logical Reasoning (continued)

Loban, Walter; Ryan, Margaret; and Squire, James R. Teaching Language and Literature. Second Edition. New York: Harcourt, Brace, and World, 1969.

Sections include usage, sentence structure, logical thinking, communication skills, literature appreciation, values, and program planning.

(Objectives: 1; 2; 3; 4a, b, c; 5; 6; 10; 11b; 15; 17; 18; 20; 23)

Minnick, Wayne. The Art of Persuasion. Second Edition. Boston: Houghton Mifflin Company, 1968.

A comprehensive treatment of persuasive skills and strategies is the primary focus of this text. Included are discussions on confirming hypotheses and ambiguity in language areas.

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Neman, Beth. Teaching Students to Write. Columbus: Charles E. Merrill Publishing Company, 1980.

Sections deal with expository writing from a thesis-centered approach with emphasis on prewriting and revision.

(Objectives: 1; 2; 3; 5; 6; 7; 13; 14; 17a; 18a, b; 19; 20e; 23a, c, d, e)

Ochs, Donovan J., and Winkler, Anthony C. A Brief Introduction to Speech. Second Edition. New York: Harcourt Brace Jovanovich, Inc., 1983.

This survey text provides general and specific principles involved with human communication. Chapter 5 analyzes the selection of topic and the development of a central idea.

(Objectives: 1, 5, 8, 11, 16)

Rodrigues, Raymond J.,; and Badczewski, Dennis. A Guidebook for Teaching Literature. Boston: Allyn and Bacon, Inc., 1978.

Sections on organization, planning , and instruction in literature are accompanied by relevant composition exercises on reproduction pages.

(Objectives: 1; 2; 3; 5; 9; 10a; 13a, b; 15; 17; 18c; 19; 23)

Sources: Logical Reasoning (continued)

Sproule, J. Michael. Argument: Its Language and Influences. St. Louis: McGraw-Hill Book Company, 1980.

Sections of this text include a wide range of materials related to persuasive arguments. Of particular merit is Chapter 4 which explains a variety of tests for the validity of statements.

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Toulmin. The Uses of Argument. Cambridge, England: Cambridge University Press, 1964.

Wolfe, Don M. Creative Ways to Teach English. New York: Odyssey Press, Inc., 1958.

Sections include organization, planning, and instruction in the classroom. Content includes speech, reading, and grammar and composition activities for the secondary school.

(Objectives: 1; 2; 3; 4; 5; 8; 9; 10; 12; 13; 14; 17; 18a, b, c; 19; 20; 21; 23)

Research

1. Use different kinds of dictionaries appropriately. For example:
   a. Identify correct use(s) of each kind of dictionary.
   b. Identify correct use of thesaurus.

2. Use appropriate encyclopedia for level of information needed. For example:
   a. Identify different encyclopedias by level, comprehensiveness of information, strengths, and weaknesses.
   b. Follow appropriate procedure in use of encyclopedia to obtain information regarding a specific purpose or topic.

3. Use appropriate procedure(s) to obtain desired information and bibliographic references. For example:
   a. Identify purpose and function of a given library's classification system.
   b. Indicate how to use card catalog efficiently for various purposes (e.g., finding a book in library, ordering a book from publisher, obtaining information about a book).
   c. Indicate how to use subject index to obtain references on specific topics and make use of any cross-references.

4. Identify the purpose and function of charts, graphs, tables, standard research abbreviations, professional journals, abstracts, and references works; and appropriate use of each. For example:
   a. From given information, be able to construct a chart, graph, or table.
   b. Evaluate whether chart, graph, or table is more appropriate for specific purposes.
   c. Identify ways in which charts, graphs, and tables may be used to give false impression(s).
   d. Identify words, phrases, etc., represented by standard abbreviations, and vice versa.
   e. Identify major journals in own professional field.
   f. Identify abstracts available as reference sources (e.g., Education Index).
   g. Identify major reference works for a specific use in professional field.

5. Identify sources and appropriate use of audiovisual materials in educational settings. For example:
   a. Identify sources of information films, filmstrips, microfilm, microfiche, etc. (e.g., municipal library, film rental agencies).
   b. Indicate correct ways to use equipment (e.g., threading film projector).
   c. Analyze the need for appropriate background material before film, filmstrip, etc., and summary following it.

d. Identify uses, costs, etc., of microfilm and microfiche.
e. Analyze the need for incorporating information about students' TV viewing habits in teaching selected topics.
f. Identify ways of incorporating techniques of TV in own teaching (e.g., audiovisuals used in newscasting).

6. Identify problem area, delimit, and clarify specific problem. For example:
   a. Recognize generality/specificity level of problem.
   b. Reduce broad problem to specific manageable components.
   c. Identify interrelationships among components.
   d. Specify crux of problem in clear, unambiguous language.
   e. Identify oversimplified version or versions of problem.

7. Identify appropriate procedure for problem solving and research. For example:
   a. Identify books, articles, etc., likely to present objective, insightful description of the problem.
   b. Identify probable sources of information on previous work done on this problem.
   c. Analyze methodologies for conducting own inquiries (e.g., classroom research, interviewing experts, writing a paper, attending conferences.)

8. Critically analyze and organize information. For example:
   a. Organize information or data on basis of stated or identified criteria.
   b. Select and discard information as relevant or irrelevant, important or unimportant.

9. Identify correct procedures for reporting conclusions and implications which clearly follow from presented data. For example:
   a. Identify appropriate manuscript style (e.g., headings, subheadings, indentation, margin).
   b. Identify probable implication(s) of findings.
   c. Identify correct ways of presenting abstract(s) or outline(s) of study, giving all essential information.
   d. Identify appropriate procedures for arriving at conclusions (e.g., notetaking).
   e. Identify conclusions consistent with findings.
   f. Identify cases where specific finding is contrary to prediction or to other findings and give probable explanations.

10. Identify complete, technically appropriate footnotes to supplement written text. For example:
    a. Distinguish between material which can be credited within the text and that which needs to be footnoted.

Research (continued)

11. Identify complete, technically appropriate bibliography for written material. For example:
    a. Identify one or more correct formats for bibliographic entry.
    b. Consistently use same format. (initial vs. full name; position of year, volume number, page numbers; underlining of book and journal titles; use of abbreviations [Ed., ed,]; puncutation).
    c. Organize and arrange entries alphabetically/by category.

Sources: Research

Allen, Eliot D., and Colbrunn, Ethel B. A Short Guide to Writing a Research Paper, Manuscript Form, and Documentation. Revised ed. Deland, Fla.: Everett/Edwards, Inc., 1975.

This brief publication includes a discussion of procedures for writing the research paper as well as a guide to manuscript form and documentation.

(Objectives: 3, 6-11)

Barnet, Sylvan. A Short Guide to Writing About Literature. 4th ed. Boston: Little, Brown, 1979.

A well organized and practical guide that helps a student respond to literature in a full and informed manner and then shows how that response can be articulated in various kinds of writing ranging from a review to a research paper.

(Objectives: 5 c; 6; 8-11)

Coyle, William. Research Papers. 5th ed. Indianapolis: Bobbs-Merrill Educational Publishing, 1980.

The workbook format provides an overview of the research process with emphasis on choosing a topic, using the library, gathering material, outlining, documentation, and writing.

(Objectives: 2 a; 3, 4 c; 6-11)

Sources: Research (continued)

Douglas, Wallace W., and Lavin, Albert L. Responding: One-Six. Lexington: Ginn & Company, 1973.

This series uses reading selections from classic, modern, and contemporary authors. Ideas, notes, and suggestions for further understanding, discussion, and research are also provided.

(Objectives: 10, 11)

Driskell, L. P., and Simpson, Margaret. Decisive Writing: An Improvement Program. New York: Oxford University Press, 1978.

Chapter 13 presents an introduction to technical writing.

(Objectives: 4 a, b)

Dwight, John A., and Speer, Dana C. How to Write a Research Paper. Mentor, Ohio: Learning Concepts, Inc., 1979.

A workbook-type text which is quite comprehensive in explaining the research process and drafting and revision techniques.

(Objectives: 3, 6-11)

Herickes, Sally, ed. The Audio-Visual Equipment Directory. 26th ed. Fairfax: National Audio-Visual Association, Inc., 1980.

This annually updated publication lists currently available audio-visual equipment. Photographs, prices, and specifications are also included.

(Objectives: 5 a)

Hodges, Jerome C., and Whitten, Mary E. Harbrace College Handbook. 8th ed. New York: Harcourt, Brace, Jovanovich, Inc., 1977.

Sections of this text focus on grammatical skills such as manuscript form, revision, parallelism, research techniques, and syllabication.

(Objectives: 1-4, 6-11)

Sources: Research (continued)

Hoover, Kenneth H. The Professional Teacher's Handbook. 3rd ed. Boston: Allyn and Bacon, Inc., 1982.

This teacher-directed text contains six how-to-do-it sections covering a wide range of topics from preinstructional and instruction-related activities to techniques for working with special individuals and groups. Chapter 13 focuses on film and television analysis. Five useful appendices are included.

(Objectives: 5 a, c, e, f)

Irmscher, William F., ed. Holt English: Language and Writing. New York: Holt, Rinehart and Winston, 1983.

Chapters 15 and 16 deal with using library resources and writing research papers, respectively.

(Objectives: 1-3, 6-11)

Leggett, Glenn; Mead, David; and Charvot, William. Prentice-Hall Handbook for Writers. 6th ed. Englewood Cliffs: Prentice-Hall, Inc., 1974.

This handbook has a special section dealing with the library and the research paper.

(Objectives: 3, 6-11)

Leggett, Glenn; Mead, David; and Charvot, William. Essentials of Grammar and Composition. Englewood Cliffs: Prentice-Hall, Inc., 1978.

This text contains sections which focus on grammatical skills such as manuscript form, revision, research, and syllabication.

(Objectives: 1, 2, 7-11)

Lester, James D. Writing Research Papers. 2nd ed. Glenview: Scott, Foresman and Company, 1976.

Text begins with choosing the topic, proceeds through data-gathering, note-taking procedures, writing and documenting, and concludes with a list of reference works organized by subject area.

(Objectives: 3, 6, 7, 8, 9, 10, 11)

Sources: Research (continued)

Loban, Walter; Ryan, Margaret; and Squire, James R. Teaching Language and Literature. 2nd ed. New York: Harcourt, Brace, and World, 1969.

Chapter 12 gives an overview of mass entertainment media. Text also contains a useful bibliography.

(Objectives: 5a, c, c, f)

Neman, Beth. Teaching Students to Write. Columbus: Charles E. Merrill Publishing Company, 1980.

Chapter 7 is a guide to teaching the research paper with emphasis on choosing topics, notetaking, and documenting.

(Objectives: 6, 7, 8, 9, 10, 11)

Strunk, William, Jr., and White, E. B. The Elements of Style. 3rd ed. New York: Macmillan Publishing Co., Inc., 1979.

Sections discuss elementary rule of usage, principles of composition, misused words and expressions, and form and approach to style.

(Objectives: 6, 8)

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. 4th ed. Chicago: The University of Chicago Press, 1973.

Classic treatment of style, format, and documentation of research papers.

(Objectives: 4b, d; 9a, c; 10; 11)

Warriner, Joseph Mersand, and Griffith, Frances. English Grammar and Composition. New York: Harcourt, Brace, Jovanich, Inc., 1973.

Sections include grammar mechanics and usage, sentence structure, paragraphs, developing longer papers, and using resources.

(Objectives: 1; 2; 4d; 6a, b, d; 8; 9; 10; 11)

Warriner, Joseph E. English Grammar and Composition: Complete Course. Franklin ed. New York: Harcourt, Brace, Jovanich, 1982.

Chapter 26 deals with research techniques. Chapter 32 covers arrangement and nature of library resources. Chapters 33 and 34 discuss reference books and dictionaries respectively.

(Objectives: 1, 2, 3, 6, 7, 8, 9, 10, 11)

Composition

1. Employ conventional spelling. For example:
   a. Identify and apply spelling rule of English.
   b. Identify spelling of words which are exceptions to rule.
   c. Identify rule of syllabication.
   d. Apply phonetic rule to spell new words.
   e. Recognize incorrectly spelled words and produce correct spelling.

2. Use capital letters appropriately in written material. For example:
   a. Apply correct capitalization to written work.
   b. Identify function(s) of capital letters.
   c. Identify capitalization rules.
   d. Recognize errors of capitalization.

3. Apply punctuation rules. For example:
   a. Apply correct punctuation in written work.
   b. Analyze functions of different forms of punctuation.
   c. Identify punctuation rules.
   d. Recognize and correct errors of punctuation.

4. Identify and apply usage rule of standard English. For example:
   a. Insure logical interaction of sentence elements (subject-verb complements).
   b. Identify and apply rule of syntactic construction.
   c. Insure agreement in tense, case, and number.
   d. Insure clear pronoun reference and antecedent agreement.
   e. Insure avoidance of double negatives, double comparisons, redundancy, and ambiguity.

5. Identify correct forms of business and social letters, invitations, or responses to invitations. For example:
   a. Identify correct heading, salutation, punctuation, body, closing.
   b. Identify correct form for addressing envelopes to above correspondence.
   c. Identify appropriate type of stationery used for correspondence.

6. Proofread, edit, and revise written material appropriately. For example:
   a. Detect errors of spelling, punctuation, capitalization, etc.
   b. Detect errors of syntax.
   c. Recognize awkward, unclear, or ambiguous constructions and indicate appropriate improvements.
   d. Recognize inappropriate organization of information and indicate improvements.

Composition (continued)

7. Identify manuscript style appropriate to content and purpose. For example:
   a. Use appropriate standard and nonstandard usage styles.
   b. Use appropriate formal and informal language levels.
   c. Observe rule for format and organization appropriate to content.
   d. Use appropriate margins and spacing between words, lines, indentations of paragraphs, etc.

8. Select written, oral, and visual report topics suitable for purpose occasion, and audience. For example:
   a. Select topic with a view to readership or audience interest, background knowledge, etc.
   b. Select topic which is manageable with respect to own interest, time, capabilities for research, writing ability, etc.
   c. Select topic which matches purpose of composing activity.
   d. Select topic which matches occasion for composing activity.

9. Identify the clearest, most succinct statement of the problem, issue, or topic. For example:
   a. Recognize thesis statement which best states the problem, etc.
   b. Recognize essential information to be included in the thesis statement.
   c. Recognize need for definition(s) in the thesis statement.

10. Use paragraph organization appropriately in developing written reports. For example:
   a. Recognize the need for transitional phrases between paragraphs.
   b. Recognize the best order for paragraphs to develop line of thought.
   c. Analyze the need for one topic before proceeding to another.
   d. Use examples, anecdotes, etc., for purpose of illustration.

11. Recognize how a line of thought can be developed by coherent use of transitional phrases, sentences, paragraphs. For example:
   a. Express connections between ideas by use of appropriate connectives (e.g., "in spite of," "to develop this notion further").
   b. Order sentences, paragraphs, etc., in such a way as to make line of thought more apparent.
   c. Introduce appropriate amount of repetitiveness (e.g., say same thing another way, give examples, add explanatory phrases).

12. Identify and use topic sentences, summarizing statements, concluding statements. For example:
   a. Identify best position for topic sentence in paragraph (e.g., as opening statement, as conclusion based on preceding evidence, embedded within paragraph, or restated).
   b. Recognize need for strong concluding statement(s) to "tie

it all together."
c. Identify paragraphs which have unity and coherence (i.e., take one idea and develop it.)

13. Arrange evidence according to logical pattern. For example:
a. Present events in chronological sequence.
b. Present spatial relationships among objects, persons, events, etc.
c. Present data ranked in order of importance.

14. Identify appropriate boundaries for delimiting topic. For example:
a. Determine whether chosen topic is manageable within dimensions (e.g., time, number of pages) of report.
b. Evaluate relative importance of subtopics and discard less important.
c. Survey material to be used as evidence and determine what to include or exclude.

15. Identify precise and appropriate word choice. For example:
a. Avoid ambiguity, redundancies, and excessive wordiness.
b. Recognize a variety of language levels (i.e., slang, colloquialisms, pretentious formality).
c. Evaluage appropriateness of diction for purpose, occasion, and audience.

16. Identify syntactically correct sentences. For example:
a. Identify clear, logical interaction of subjects, verbs, complements.
b. Analyze logical interrelationships of modifying elements to base syntactical structure.
c. Use parallel syntactic constructions to express parallel ideas.
d. Maintain same grammatical categories for parallel words or phrases.

17. Recognize important aspects of clear, concise narrative. For example:
a. Develop them appropriately.
b. Identify purpose of narrative.
c. Avoid undue repetition, rambling, irrelevant material.
d. Organize material in logical sequence.
e. Draw appropriate conclusions (e.g., moral of story, irony).
f. Identify characters and develop them relative to their role in narrative.
g. Depict setting of narrative (time, place, season, atmosphere, mood); use language which best accomplishes this purpose.

Composition (continued)

18. Recognize important aspects of a clear, concise descriptive account. For example:
    a. Identify (state) purpose of descriptive account.
    b. Use precise terminology.
    c. Give definitions where appropriate.
    d. Give appropriate emphasis to important and less important aspects.
    e. Develop complete, but not over-detailed, description.

19. Recognize important aspects of persuasive compositions. For example:
    a. Use persuasive language.
    b. Develop logical patterns of argument.
    c. Recognize propaganda.
    d. Recognize faulty logical reasoning.

20. Recognize important aspects of a clear, concise expository account. For example:
    a. Define and describe concept, topic, or issue.
    b. Show historical development of concept (e.g., learning disabilities).
    c. Identify "state of the art."
    d. Identify strengths and weaknesses in past and current thinking on topic.
    e. Clarify misconceptions, undesirable trends, etc.
    f. Introduce explanatory concepts.
    g. Integrate own and others' thinking.

21. Recognize important aspects of a social communication (e.g., appropriate language, style, format). For example:
    a. Write invitations.
    b. Write thank-you notes.
    c. Write announcements.
    d. Write messages.

22. Recognize important aspects of a business communication (e.g., appropriate language, style, format). For example:
    a. Write letters of request, complaint, etc.
    b. Write job resume.
    c. Fill in mail orders.
    d. Write telegrams.
    e. Write technical reports.
    f. Write advertisements.
    g. Write reports (e.g., treasurer's).
    h. Write directions and instructions.

23. Recognize important aspects of a clear, accurate, concise scholarly account. For example:
    a. Make outlines.

Composition (continued)

b. Take good notes.
c. Make summaries.
d. Write book reports.
e. Write research reports.
f. Write table of contents, index, bibliography, etc.
g. Write editorials.
h. Write media scripts.
i. Use appropriate language.

24. Recognize various ways by which one's own ideas can be expressed. For example:
a. Write original stories, poems, plays, songs.
b. Construct games, puzzles, activities.
c. Use multimedia forms of expression.

25. Recognize ways to express thoughts, feelings, philosophy through diary, journal, letters, or other forms of writing.

Sources: Composition

Bergman, Floyd L. The English Teacher's Activities Handbook: An Ideabook for Middle and Secondary Schools. Boston: Allyn and Bacon, Inc., 1975.

Each of the sections on composition, grammar, and language, literature, reading, and room management has been divided into an introduction, deliberation, evaluation, and application components. A resource bibliography is included.

(Objectives: 15 b; 16-18; 23)

Biedenharn, Norwa, ed. Basic Language. Harper and Row, Publishers, Inc., 1978.

Basic skills instruction, sentence development, review exercises, and research skills are discussed and coordinated with the handbook.

(Objectives: 1-4; 10; 11; 16 a, d; 18 c, e; 21)

Sources: Composition (continued)

Blumenthal, Joseph C. English 2200, 2600, 3200. New York: Harcourt, Brace, Jovanovich, 1978.

This series provides a programmed approach for grammar and usage.

(Objectives: 1-5, 7, 15, 16, 18, 21-23)

Britton, James, ed. The Development of Writing Abilities (11-18). London: MacMillan Education, 1975.

This report includes the most important research done on writing in several years. It emphasizes the function and audience categories as alternatives to the classic four modes of written discourse.

(Objectives: 8-10, 15-19, 24, 25)

Burton, Dwight L.; Donelson, Kenneth L.; Fillion, Bryant; and Haley, Beverly. Teaching English Today. Boston: Houghton Mifflin Company, 1975.

Sections of this text discuss the planning of instruction, verbal and written communication, teaching language and literature, non-print media, and evaluating student performance. Appendices include junior novels, films, theme units, and activity cards.

(Objectives: 15, 17, 18, 23, 25)

Connolly, Francis X. Adventures in Reading. Classic Edition. New York: Harcourt, Brace, and World, 1968.

This is a reading series for grades 8-12 which includes vocabulary, composition exercises, and research procedures for each level.

(Objectives: 18, 23, 25)

Cooper, Charles R., and Odell, Lee, eds. Research on Composing: Points of Departure. Urbana, Ill: NCTE, 1978.

One of the best summaries today of contemporary research in writing.

(Objectives: 6, 8, 10, 12, 13, 15, 17, 19, 20, 24, 25)

Dechant, Emerald. Teacher's Directory of Reading Skills Aids and Materials. West Nyack: Parker Publishing Company, Inc., 1981.

Sections deal with development of materials for reading comprehension, word choice, and sentence structure.

(Objectives: 1, 2)

Sources: Composition (continued)

Elbow, Peter. Writing Without Teachers. New York: Oxford University Press, 1973.

Focuses on free writing and the importance of sharing one's writing. Offers good suggestions for revision and self-evaluation.

(Objectives: 8, 13, 14, 16, 17, 19, 20, 25)

Haley-James, Shirley, ed. Perspectives on Writing in Grades 1-8. Urbana, Ill: NCTE, 1981.

Excellent text for teachers with a current summary of research in writing.

(Objectives: 8-10, 12, 14-17, 19, 24, 25)

Hand, John. Growth in English. Power in English. Palo Alto: Laidlaw Brothers, 1972.

Sections include a study of the parts of speech, usage, and composition exercises for grades 7 and 8 (two-volume set).

(Objectives: 1-4)

Hodges, Jerome C., and Whitten, Mary E. Harbrace College Handbook. 8th ed., New York: Harcourt, Brace, Jovanich, Inc., 1977.

Sections focus on grammatical skills such as manuscript form, revision, parallelism, research skills, and syllabication.

(Objectives: 1-17; 18 a, b; 19-21; 22 a, b, d, g, h; 23; 25)

Hook, J. N., and Evans, William H. The Teaching of High School English. 5th ed., New York: John Wiley and Sons, 1982.

Sections on organization, planning, and instruction in reading, grammar, and composition are included.

(Objectives: 2, 3, 5, 6, 9, 10, 15, 18, 21)

Irmscher, William F. Teaching Expository Writing. New York: Holt, Rinehart and Winston, 1979.

Focuses on writing as a growth process rather than as a collection of isolated skills. Practice exercises included.

(Objectives: 6, 8, 12, 13, 15, 19, 24, 25)

Sources: Composition (continued)

Kirby, Dan, and Liner, Tom. Inside Out: Developmental Strategies for Teaching Writing. New Jersey: Boynton & Cook, Publishers, 1981.

Presents current issues and theories for teaching writing in a practical way.

(Objectives: 6-8, 10, 12, 14, 15, 17, 19, 24, 25)

Kuhlman, Yvonne, and Barkley, Joyce. Spectrum of English: Language, Composition, Expression. Encino: Glencoe Publishing Co., Inc., 1979.

Sections on sentence structure, word choice, and communicating with others are included.

(Objectives: 8-13; 15; 19; 21; 22 a; 24 a; 25)

Leggett, Glenn; Mead, David; and Charvot, William. Essentials of Grammar and Composition. Englewood Cliffs: Prentice-Hall, Inc., 1978.

Sections focus on grammatical skills such as manuscript form, revision, parallelism, and syllabication.

(Objectives: 1-14; 16; 17; 18 a, b; 19-21; 22 a, b, d, g, h; 23; 25)

Littell, Joy. Building English Skills: Grade 12. Chicago: McDouglas-Littell and Company, 1977.

Typical grammar and usage handbook with a fairly structured strand for teaching composition. Includes vocabulary and spelling.

(Objectives: 1-23)

Loban, Walter. Grammar and Writing: Grade 12. New York: Macmillan Publishing Company, 1981.

Traditional grammar and writing texts with a contemporary approach.

(Objectives: 1-5, 7, 15, 16, 18, 21, 22, 23)

Loban, Walter; Ryan, Margaret; and Squire, James R. Teaching Language and Literature. 2nd ed. New York: Harcourt, Brace, and World, 1969.

Sections on usage, sentence structure, logical thinking, communication skills, literature appreciation, values, and program planning.

(Objectives: 15 c; 16 a; 17-20)

Sources: Composition (continued)

Malmstrom, Jean, and Lee, Janice. Teaching English Linguistically. New York: Meredith Corporation, 1971.

Includes sections on phonology, grammar, dialectology, lexicography, semantics, and literature-linguistic questions relevant to high school students.

(Objectives: 4, 8-10, 12, 15)

Martin, Nancy, et.al. Writing and Learning Across the Curriculum 11-16. London: Ward Lock Education for the Schools Council, 1976.

Deals with the development of student writing over several school years and provides examples to illustrate this growth.

(Objectives: 4, 6, 8-10, 12, 13, 15, 17, 19, 20, 24, 25)

Meyers, Frank G., Series ed. Passport Series. Englewood Cliffs: Prentice-Hall, Inc., 1978.

Each text concentrates on a specific area such as expository writing, journalistic writings, argumentation, and persuasion, logical thinking, and literary analysis. Examples are included.

(Objectives: 17-20, 23, 25)

Moffett, James. Teaching the Universe of Discourse. Boston: Houghton Mifflin, 1968. 1983.

This work continues to influence thinking on writing and teaching writing. Follows the belief that persons learn to write by writing.

(Objectives: 1-25)

Neman, Beth. Teaching Students to Write. Columbus: Charles E. Merrill Publishing Company, 1980.

Composition skills and literary selections are coordinated with prewriting and revision exercises.

(Objectives: 8-10, 12, 13, 17, 23, 24 a, 25)

Pastva, Sr. Agnes Ann, and Owen, Mary. Composing with Style. Composing with Sentences. Composing with Paragraphs. The Cambridge Writer's Program. New York: Cambridge Book Company, 1974.

Volumes contain examples and activities for growth in writing skills.

(Objectives: 8-13; 17; 18; 21; 22 a, b; 23; 24 a; 25)

Sources: Composition (continued)

Roberts, Paul. Modern Grammar. New York: Harcourt, Brace, and World, Inc., 1968.

Syntax, semantics, morphology, and phonology are discussed in detail.

(Objectives: 1-4)

Rodrigues, Raymond Jr., and Badaczewski, David. A Guidebook for Teaching Literature. Boston: Allyn and Bacon, Inc., 1978.

Includes sections on organizing literature study, drama, and other literary selections. Reproduction pages for analyzing syntax and word choice.

(Objectives: 17-21, 22 a, 23)

Strunk, William, and White, E. B. The Elements of Style. 3rd ed. New York: Macmillan Company, 1979.

An excellent resource book for grammar.

(Objectives: 1-4; 6 c; 9; 10; 11; 15; 16; 18; 20; 21; 22 a; 23)

Symes, Ken M. Two Voices: Writing About Literature. Atlanta: Houghton Mifflin Company, 1976.

Multi-level writing exercises geared for responding to literary selections.

(Objectives: 17; 18 b; 23)

Tate, Gary, and Corbett, Edward. The Writing Teacher's Sourcebook. New York: Oxford University Press, 1981.

Troyka, Lynn Q., and Nudelman, Jerrold. Steps in Composition. Englewood Cliffs: Prentice-Hall, Inc., 1976.

Content ranges from topic sentences through essay writing. Basic skill mastery is understood.

(Objectives: 8-13, 15-21, 23)

Warriner, John. Warriner's English Grammar and Composition: Complete Course. New York: Harcourt, Brace, Jovanovich, 1982.

Grammar usage and composition handbook.

(Objectives: 1-25)

Sources: Composition (continued)

Warriner, Joseph M., and Griffith, Francis. English Grammar and Composition. New York: Harcourt, Brace, Jovanovich, 1973.

Sections include grammar mechanics and usage, sentence structure, paragraphs and longer papers, and using resources.

(Objectives: 1-17; 18 a, b; 19-21; 22 a, b, d, g, h; 23; 25)

Language

1. Recognize that speech is primary and that writing is a representation of speech.

2. Analyze the symbolic nature of language. For example:
   a. Identify the difference between signs and symbols.
   b. Identify degrees of abstraction (e.g., "happiness" more abstract than "table").

3. Use language as a communication tool. For example:
   a. Identify subjective/objective aspects of language.
   b. Identify personal and social aspects of language.
   c. Identify need for definition, clarification, etc., of terms.

4. Identify degrees of abstraction in words. For example:
   a. Identify concrete, direct forms of reference (e.g., pointing: "this is green").
   b. Demonstrate knowledge of successive levels of abstraction (e.g., Fido-dog-terrier-canine-animal).
   c. Demonstrate the use of abstract nature of words which do not describe objects (e.g., apathy, democracy, cold war).

5. Identify changes in meaning of words as a function of context. For example:
   a. Identify meaning of ambiguous words, multi-meaning words, etc., in context.
   b. Identify clues to meaning of unknown words (e.g., new, foreign) from context.
   c. Identify shades of meaning of a word from context.

Language (continued)

6. Identify and use figurative language. For example:
   a. Similes.
   b. Metaphors.
   c. Personification.
   d. Hyperbole.

7. Use synonyms, antonyms, and homonyms appropriately. For example:
   a. Identify synonym, antonym, homonym.
   b. Identify examples of each.
   c. Use dictionary to find synonyms and antonyms.

8. Identify process of language development as well as theories of language origins and particularly the origins of English. For example:
   a. Identify major language groups.
   b. Identify related languages (families).
   c. Identify countries, regions, etc., where given languages are spoken.
   d. Identify roots of languages, changes in language as result of historical events, etc. (e.g., the Spanish settlements in California).

9. Identify words through the use of roots, prefixes, suffixes. For example:
   a. Identify meaning of common roots, prefixes, and suffixes.
   b. Identify derivation (e.g., Latin, Greek) of most common roots, prefixes, and suffixes.
   c. Identify examples and meanings of words incorporating roots, prefixes, and suffixes.
   d. Use knowledge of roots, prefixes, and suffixes to arrive at the meaning of unknown words.
   e. Identify common roots, prefixes, and suffixes of different languages.

10. Analyze processes of language growth and change. For example:
    a. Identify social and cultural influences on language change.
    b. Identify affiliation of words generated by new fields.
    c. Analyze the processes by which words are coined.

11. Analyze the need for dictionary revision in response to language change, scientific and technological advances, etc. For example:
    a. Identify dictionaries with most complete, up-to-date information.
    b. Identify gaps in existing dictionaries in light of language changes, scientific and technological advances, etc.

Language (continued)

12. Analyze nature of societal and cultural influences on language. For example:
    a. Identify effects of social institutions on language usage (e.g., military metaphors, terms borrowed from sports).
    b. Identify effects of cultural institutions on language usage (e.g. foreign words from colonization and ethnic groups).
    c. Identify effects of cultural phenomena (e.g., television) on language usage.

13. Identify regional, cultural, and social varieties of English. For example:
    a. Identify regional differences in use of colloquialisms, etc.
    b. Identify social and cultural differences in language usage.

14. Analyze effectiveness of terms, expressions, etc., used in mass media. For example:
    a. Identify uses of language in journalism.
    b. Identify terms in common usage derived from journalism (e.g., roving reporter, press).
    c. Identify uses of language in television, films, etc., and uses from these areas which have passed into everyday use.

15. Analyze rules of modern English spelling. For example:
    a. Apply rules for spelling plurals.
    b. Apply rules for adding suffixes (e.g., doubling consonants).
    c. Apply rules for syllabication.
    d. Identify incorrectly spelled words.
    e. Identify words commonly misspelled.

16. Identify classes or parts of speech. For example:
    a. Identify parts of speech (e.g., nouns, verbs, prepositions).

17. Identify parts of sentences (e.g., noun phrase, verb phrase, subject, predicate, object, adverbial phrase, subordinate clause).

18. Analyze sentence patterns, expansions, combinations, etc. For example:
    a. Identify basic sentence patterns.
    b. Expand and modify basic sentences by appropriate use of relative clauses, adjectives to replace phrases, etc.
    c. Combine sentences through use of appropriate conjunction and other devices.

19. Recognize different ways of analyzing an English sentence (e.g., traditional, structural, transformational). For example:
    a. Identify elements of structural grammar.
    b. Identify elements of generative grammar.
    c. Identify meaning of terms from generative grammar (e.g., trans-

Language (continued)

formational rules, surface and deep structure).
d. Distinguish among the major assumptions of different grammars.
e. Identify elements of traditional grammar.

20. Identify purposes and uses of formal and informal language. For example:
a. Identify appropriate use of slang, colloquialisms.
b. Identify different patterns of usage.

21. Use standard usage in spoken and written language. For example:
a. Use agreement of subject and verb, as well as pronouns and antecedents.
b. Use adverbs appropriately; form adverbs from adjectives.
c. Use appropriate form of tense; keep tense consistent in narrative.
d. Use appropriate modifiers and avoid redundancy.

Sources: Language

Altick, Richard D. Preface to Critical Reading. New York: Holt, Rinehart and Winston, 1960.

Text contains section on denotation and connotation, diction, patterns of clear thinking, tone, and other skills related to critical reading.

(Objectives: 1, 2, 3, 5, 6, 7, 13, 20 b)

Biedenharn, Norwa, ed. Basic Language. New York: Harper and Row, Publishers, Inc., 1978.

Basic skills instruction, sentence development, review exercises, and research skills are discussed and coordinated with the handbook.

(Objectives: 1, 3, 5, 7, 15, 16, 17, 18, 21 a, c)

Denchant, Emerald. Teacher's Directory of Reading Skill Aids and Materials. West Nyack: Parker Publishing Company, Inc., 1981.

Sections of this directory deal with development of materials for reading comprehension, word choice, and sentence structure.

(Objectives: 1; 2; 4 a; 7)

Georgia Department of Education. A Framework for Mass Communications in the Communicative Arts. 1977.

This text is divided into sections on the components, relationships, complexities, vehicles, system characteristics, functions, historical development, trends, controls, and contemporary issues in the communicative arts.

(Objectives: 2, 3, 5, 6, 10, 12, 13, 14, 20 b)

Hand, John. Growth in English. Palo Alto: Laidlaw Brothers, 1972.

_____. Power in English. Palo Alto: Laidlaw Brothers, 1972.

The parts of speech, usage, and composition exercises for grades 7 and 8 are emphasized in these texts.

(Objectives: 1; 3; 5; 6; 7; 9; 15; 16; 18; 19 b, c; 20 a)

Hodges, Jerome C., and Whitten, Mary E. Harbrace College Handbook. 8th ed. New York: Harcourt, Brace, Jovanovich, Inc., 1977.

Sections of this handbook emphasize grammatical skills such as manuscript form, revision, parallelism, and syllabication.

(Objectives: 11; 13; 15-18; 19 e; 20; 21)

Hook, J. N., and Evans, William H. The Teaching of High School English. 5th ed. New York: John Wiley and Sons, 1982.

Sections on organization, planning and instruction in reading, grammar, and composition are the focal points of this teacher-directed text.

(Objectives: 1; 3; 5; 6; 7; 10 c; 15; 16; 21 a, c)

Judy, Stephen N., and Judy, Susan J. The English Teacher's Handbook. Cambridge: Winthrop Publishers, Inc., 1979.

This text is divided into sections on planning curriculum, constructing materials, and individualization followed by ideas and discussions on techniques to use in teaching. Resources are included.

(Objectives: 3; 6; 7; 10 a, c; 12; 13; 15; 16; 20; 21 a, c)

Sources: Language (continued)

Kerr, Elizabeth M., and Alderman, Ralph M. Aspects of American English. New York: Harcourt, Brace and World, Inc., 1963.

This text contains a discussion of the principles of language with regard to historical, regional, literary, and colloquial, as well as social and class aspects.

(Objectives: 1-3, 5-8, 10, 13, 16, 20)

Kuhlman, Yvonne, and Barkley, Joyce. Spectrum of English: Language, Composition, Expression. Encino: Glencoe Publishing Co., Inc., 1979.

Sections of this text discuss sentence structure, word choice, and communicating with others.

(Objectives: 2, 3, 5, 7, 12, 15, 18)

Leggett, Glenn; Mead, David; and Charvot, William. Essentials in Grammar and Composition. Englewood Cliffs: Prentice-Hall, Inc., 1978.

Text focuses on grammatical skills such as word choice, sentence structure, revision, manuscript form, and parallelism.

(Objectives: 11; 15-18; 19 e; 20; 21)

Loban, Walter; Ryan, Margaret; and Squire, James R. Teaching Language and Literature. 2nd ed. New York: Harcourt, Brace and World, Inc., 1969.

Sections include usage, sentence structure, logical thinking, communication skills, literature appreciation, values, and planning.

(Objectives: 1-3; 5; 6; 10 b; 12 c; 18; 20 b)

Malmstrom, Jean, and Lee, Janice. Teaching English Linguistically. New York: Meredith Corporation, 1971.

This text deals with aspects relevant to high schools: phonology, grammar, history of the language, dialectology, lexicography, semantics, and literature. Linguistic questions are studied and observed.

(Objectives: 2, 3, 5-7)

Sources: Language (continued)

Pastva, Sr. Agnes Ann, and Owen, Sr. Mary. Composing with Style. Cambridge Writers' Program. New York: Cambridge Book Co., 1974.

_____. Composing with Sentences. Cambridge Writers' Program. New York: Cambridge Book Co., 1974.

_____. Composing with Paragraphs. Cambridge Writers' Program. New York: Cambridge Book Co., 1974.

This series focuses on basic writing skills such as word choice, the four kinds of paragraphs, personal writing, introducing and closing essays, and sample exercises for practice.

(Objectives: 2, 3, 5-7, 15, 16, 18, 20)

Rank, Hugh, ed. Language and Public Policy. NCTE Committee on Public Doublespeak. Urbana: NCTE, 1974.

Watergate language, language of deceit, bias in mass media, misuse of the English language, and ethics in public discourse are among the topics discussed in sections of this report.

(Objectives: 2, 3, 5, 6, 10, 12, 20)

Reeves, Ruth. The Teaching of Reading in Our Schools. New York: Macmillan Company, 1966.

This text discusses various approaches to reading readiness and motivation. These are followed by word recognition and comprehension, developing reading programs, and ways to study literature.

(Objectives: 1, 3, 5, 7-9, 10 a)

Roberts, Paul. Modern Grammar. New York: Harcourt, Brace and World, Inc., 1968.

Text discusses syntax, semantics, morphology, and phonology.

(Objectives: 1-3, 5-7)

Symes, Ken M. Two Voices: Writing About Literature. Atlanta: Houghton Mifflin Company, 1976.

The multi-level writing exercises are divided into personal, informal, and formal activities. These exercises are geared for responding to literary selections.

(Objectives: 2; 3; 5-7; 10 a; 12 b)

Sources: Language (continued)

Warriner, Joseph M., and Griffith, Francis. English Grammar and Composition. New York: Harcourt, Brace, Jovanovich, Inc., 1973.

This text focuses on grammar mechanics and usage, sentence structure, paragraphs and longer papers, and using resources.

(Objectives: 11; 13; 15-18; 19 e; 20; 21)

Wolfe, Don M. Creative Ways to Teach English. New York: Odyssey Press, Inc., 1958.

Sections include organization, planning and instruction, speech, reading, grammar and composition, and supplemental activities.

(Objectives: 2; 3; 5-8; 10a; 15; 16; 20; 21)

Communications Media and Careers

1. Analyze the use of newspapers and magazines as teaching tools and as sources for specialized information and entertainment. For example:
   a. Identify different types of newspapers and magazines as sources of diverse kinds of information and entertainment.
   b. Identify appropriate visual and written composing styles for different kinds of newspaper and magazine articles.
   c. Distinguish between fact and opinion and recognize propaganda devices.
   d. Identify point of view, bias, as well as authorial, editorial, and commercial viewpoint in news publications.
   e. Differentiate between commentary and editorial.
   f. Distinguish between fact and opinion in newspaper accounts.
   g. Analyze appropriate style for newspaper writing.

2. Analyze the use of television and radio as teaching tools and as sources of information and entertainment. For example:
   a. Analyze programming policies and limitations of mass media.
   b. Analyze how storyboards and scripts are used in broadcasting.
   c. Distinguish between fact and opinion and identify propaganda devices in broadcasting programming.
   d. Identify television and radio programs suitable for instructional materials.

3. Analyze the use of films as teaching tools and as sources of information. For example:
   a. Identify propaganda and bias in films.

4. Analyze persuasive techniques used in mass media. For example:
   a. Identify salesmanship techniques.
   b. Identify advertising techniques.
   c. Identify propaganda techniques used in mass media.
   d. Identify bias or lack of objectivity in editorials.
   e. Identify function of editorializing.
   f. Identify slanted writing.

5. Analyze the use of language in mass media. For example:
   a. Identify examples of biased language in mass media (e.g., has an arrest record, the Brown woman).
   b. Identify the ways in which a mass media presentation may be biased (e.g., omission, unfair emphasis or lack of emphasis, obscure positioning).
   c. Analyze language used for advertising.

Communications Media and Careers (continued)

6. Identify diverse vocational and avocational opportunities in communications areas. For example:
   a. Broadcasting technical careers, journalism careers, advertising careers, communication education careers, entertainment, and arts careers.

7. Identify necessity of basic communication skills for any vocation or avocation. For example:
   a. Reading for post-school independent learning.
   b. Speaking to inform, persuade, or entertain.
   c. Listening to receive and decode messages.
   d. Writing to inform, persuade, or entertain.
   e. Acting for non-verbal communication.

8. Recognize in-school opportunities for training (including technical) for communication careers (e.g., yearbook, school newspaper, film-making, photography, literary magazines).

Sources: Communications Media and Careers

Agee, Warren K., et al. Introduction to Mass Communication. 7th ed. New York: Harper and Row, 1982.

This comprehensive survey of the mass media emphasizes the development and the structure of the mass communication systems in the United States and includes specific information concerning job opportunities and careers.

(Objectives: 1, 2, 6 a, 8)

Berman, Ronald. Advertising and Social Change. Beverly Hills: Sage, Inc., 1981.

(Objectives: 4 b, 6 a)

Bettinghaus, Erwin P. Persuasive Communication. New York: Holt, Rinehart and Winston, 1973.

A substantial presentation of theory and practice in communication.

(Objectives: 4, 7)

Sources: Communications Media and Careers (continued)

Brown, J.A.C. Techniques of Persuasion: From Propaganda to Brainwashing. Harmondsworth, Middlesex, England: Penguin Books, 1963.

A detailed treatment of persuasive writing, although somewhat dated, is presented and discussed.

(Objectives: 1-5)

Brown, Les, and Marks, Sema. Electric Media. New York: Harcourt, Brace, Jovanovich, 1974.

This high school text discusses the social influences of television as well as the structure of the television industry. The second section, about computers, is out-dated.

(Objectives: 2-6)

Collins, Sarah, and Tuttle, Fredrick B. Technical and Scientific Writing. Washington: National Education Association, 1979.

Describes writing skills for technical careers and provides associated classroom teaching methods suitable for high school English.

(Objectives: 7, 8)

Communications 1990: A Report of the Future Committee. Columbia: School of Journalism, University of Missouri, 1980.

Davis, Dennis K., and Baran, Stanley J. Mass Communication and Everyday Life: A Perspective on Theory and Effects. Belmont: Wadsworth, 1981.

Davis, Robert E. Introduction to Film Making. Falls Church: Speech Communication Association, 1975.

This practical teacher's manual that discusses the nature of film and provides step-by-step instructions for using film in the classroom.

(Objectives: 2, 3, 6, 8)

Sources: Communications Media and Careers (continued)

Engle, Jack. Advertising: The Process and the Practice. New York: McGraw-Hill, 1980.

This text describes in detail the advertising industry in the United States.

(Objectives: 4, 6, 7)

Ferguson, Donald L., and Patten, Jim. Journalism Today. Skokie: National Textbook Company, 1981.

This text is intended to be a practical guide for a journalism class and includes discussion of such topics as slanted news, persuasion, and th role of mass media.

(Objectives: 1, 4, 5, 6, 8)

Fishman, Mark. Manufacturing the News. Austin: University of Texas Press, 1981.

Fletcher, James E., and Surlin, Stuart H. Mass Communication Instruction in the Secondary School. Falls Church: Speech Communication Association, 1978.

The role of print and broadcast study in high school is discussed.

(Objectives: 1, 2, 3, 4, 8)

Gans, Herbert. Deciding What's News. New York: Vintage Books, 1979.

Georgia Department of Education. A Framework for Mass Communications in the Communicative Arts. 1977.

Sections provide information on the communication process, its background and development, social, political, and economic trends, controls, issues, and mass communication careers.

(Objectives: 1-6, 8)

Greenberg, Bradley S. Life on Television: Content Analysis of U.S. TV Drama. Norwood, New Jersey: Ablex Publishing Co., 1980.

(Objectives: 2 c, 5 a)

Sources: Communications Media and Careers (continued)

Hodges, Jerome C., and Whitten, Mary E. Harbrace College Handbook. 8th ed. New York: Harcourt, Brace, Jovanovich, Inc., 1977.

Sections focus on grammatical skills and recognizing appropriate language for effective communication skills.

(Objectives: 1 a, b; 5; 7)

Hulteng, John. The New Media: What Makes Them Tick? Englewood Cliffs: Prentice-Hall, Inc., 1979.

Institute for Propaganda Analysis. "How to Detect Propaganda." Propaganda Analysis I. November, 1937.

(Objectives: 1 c; 3 a)

Judy, Stephen N., and Judy, Susan J. The English Teacher's Handbook. Cambridge: Winthrop Publishers, Inc., 1979.

Sections on planning curriculum, constructing materials, and individualization are followed by ideas and discussions of techniques to use in teaching. Resources are included.

(Objectives: 1 a, b, c; 2 b; 5; 7; 8)

Kaiser, Marjorie M., ed. Essays on Career Education and English, K-12. Urbana, Illinois: NCTE, 1980.

This collection includes descriptions of communication skills needed at various levels of career responsibility and suggestions for integrating career education into classroom teaching.

(Objectives: 6-8)

Kilby, Jan E., ed. Career Education and English K-12: Ideas for Teaching. Urbana, Illinois: NCTE, 1980.

Sections include teaching ideas on career awareness, exploration, and preparation in the English classroom. Resources are listed and discussed.

(Objectives: 4-8)

LaBrie, Henry G. III, ed. Perspectives on the Black Press. Kennebunkport, MA: Mercer House, 1974.

McBath, James H., and Burhans, David T. Communication Education for Careers. Falls Church: Speech Communication Association, 1975.

This volume develops a rationale for communication education as a means for achieving career success. It includes survey data and also curriculum ideas.

(Objectives: 6-8)

Mankiewicz, Frank, and Swerdlow, Joel. Remote Control Television and the Manipulation of American Life. New York: Ballantine Books, 1978.

(Objectives: 2 a, d)

Marzolf, Marion. Up From the Footnote: A History of Women Journalists. New York: Hastings House, 1977.

(Objectives: 6)

Monaco, James. How to Read a Film: The Art, Technology, Language, History, and Theory of Film Media. 2nd ed. New York: Oxford University Press, 1981.

(Objectives: 3 a)

Orlik, Peter B. Broadcast Copywriting. Boston: Holbrook Press, 1978.

This comprehensive and fully illustrated handbook includes many examples of scripts and storyboards.

(Objectives: 2, 4, 6)

Patterson, Thomas E. The Mass Media Election: How Americans Choose Their President. New York: Praeger, 1980.

(Objectives: 2 c; 4 a)

Qualter, Terrance H. Propaganda and Psychological Warfare. New York: Random House, 1962.

(Objectives: 2 c; 4 a)

Sources: Communications Media and Careers (continued)

Rank, Hugh ed. Language and Public Policy. NCTE Committee on Public Doublespeak. Urbana: NCTE, 1974.

Discussion on the language of deceit, bias in the mass media, and ethics in public discourse is presented.

(Objectives: 1; 3; 4; 5; 7 b, c, d)

Schiller, Dan. Objectivity and the News: The Public and the Rise of Commercial Journalism. Philadelphia: University of Pennsylvania Press, 1981.

(Objectives: 1, 4d)

Schrank, Jeffrey. Understanding Mass Media. Skokie: National Textbook Company, 1975.

(Objectives: 1)

Smith, Anthony. Goodbye Gutenberg: The Newspaper Revolution of the 1980's. New York: Oxford University Press, 1980.

(Objectives: 1)

Thayer, Lee ed. Ethics, Morality and the Media. New York: Hastings House, 1980.

(Objectives: 2 c)

Trager, Robert. Print Media. New York: Harcourt, Brace, Jovanovich, 1974.

This text covers the kinds, functions, and social influences of the press and includes sections on the mechanics of news writing and editing.

(Objectives: 1, 2, 3)

Tuchman, Gaye. Making News: A Study in the Construction of Reality. New York: Free Press, 1978.

United States Commission on Civil Rights. Window Dressing on the Set: Women and Minorities in Television. Washington, D.C.: U.S. Government Printing Office, 1977.

Sources: Communications Media and Careers (continued)

United States Commission on Civil Rights. Window Dressing on the Set: An Update.

Warriner, Joseph M., and Griffith, Francis. English Grammar and Composition. New York: Harcourt, Brace, Jovanovich, Inc., 1973.

Sections include grammar mechanics and usage, sentence structure, paragraphs and longer papers, and using resources.

(Objectives: 1 c, d, f, g; 5; 7)

Whitney, Fredrick C. Mass Media and Mass Communications in Society. Dubuque: William C. Brown, 1975.

This massive overview of the mass media emphasizes the social structure and the functions of broadcasting and print.

(Objectives: 1, 2, 4, 5)

Withey, Stephen, and Abeles, Ronald P., eds. Television and Social Behavior: Beyond Violence and Children. Hillsdale, N.J.: Lawrence Erlbaum, 1980.

Literature

1. Identify the essence and elements of tragedy. For example:
   a. Identify famous tragedies and authors.
   b. Identify the essence of tragedy.
   c. Identify elements of a tragic situation.
   d. Identify theories of tragedy (e.g., tragic flaw).
   e. Identify famous tragic figures.

2. Identify the essence and elements of comedy. For example:
   a. Identify famous comedies and authors.
   b. Identify the essence of comedy.
   c. Identify elements of a comic situation.
   d. Identify theories of comedy.
   e. Identify famous comic actors.

3. Distinguish between satire and irony. For example:
   a. Identify the essence of satire and irony.
   b. Identify passages using satire or irony.
   c. Analyze an ironical situation.
   d. Identify satirical works (e.g., Gulliver's Travels).
   e. Identify satirical authors.

4. Recognize romantic elements in literature. For example:
   a. Identify romantic periods in literature.
   b. Identify romantic authors and works.
   c. Identify the essence of a romantic work.

5. Analyze biographical aspects of literary criticism. For example:
   a. Identify standard aspects of author's background influencing writing styles.
   b. Identify specific measures of author's life which influence authorial attitude.
   c. Correlate point of view and character development with life data about author.

6. Identify historical forces that have shaped literary works. For example:
   a. Recognize influences of history on literary works.
   b. Recognize influences of literary works on history.
   c. Identify historical events portrayed in literary works.
   d. Identify alternative accounts and select from among them on basis of evidence.
   e. Formulate explanations of events (e.g., causes, outcomes).
   f. Identify the social, political, and economic events occurring at the time a literary work was written.

7. Utilize the conventions of each genre to critically analyze literary selections. For example:
   a. Identify the conventions of characterization, setting, and plot.
   b. Identify aspects of criticism common to all genres (e.g., literary, historical).
   c. Identify characteristics of criticism.
   d. Identify well-known critics and their works.
   e. Critically evaluate a piece of literature.

8. Utilize the psychological implications within a literary selection as the basis for critical analysis. For example:
   a. Identify techniques of character analysis in fiction, biography, etc.
   b. Identify use of incident, descriptive detail, language to sketch character.
   c. Identify psychological processes portrayed through action (e.g., defense mechanisms).

9. Utilize the experiential personal reaction to literary selections as the basis for critical analysis. For example:
   a. Identify contradictions in work (e.g., stated purpose vs. what is done).
   b. Identify omissions, mistakes, poor taste, which detract from work.
   c. Identify internal inconsistencies.

10. Identify form, purpose, and characteristics of myths. For example:
   a. Identify well-known myths, ancient and modern.
   b. Identify essential features of myth.
   c. Identify traditions and history surrounding myths.
   d. Identify famous mythical characters.
   e. Differentiate between myths and legends.

11. Identify form, purpose, and characteristics of the short story. For example:
   a. Identify essential features of the short story.
   b. Identify purpose(s) of using this literary form.
   c. Identify techniques of plot and character development in limits of the short story.
   d. Identify restrictions imposed by the short story form.
   e. Identify famous short-story writers.
   f. Identify well-known individual or collected short stories.

Literature (continued)

12. Identify major characteristics of the novel as literary form. For example:
    a. Identify essential characteristics of the novel.
    b. Identify major periods in which the novel flourished.
    c. Identify different kinds of novels (e.g., historical, science fiction, psychological, sociological).
    d. Identify major novels and novelists.

13. Identify major characteristics of drama as literary form. For example:
    a. Identify essential characteristics of drama.
    b. Identify traditions of drama (e.g., unities of time, place).
    c. Identify major and/or contemporary dramatics and their works.
    d. Identify kinds of dramatic work (e.g., comedy, tragedy).

14. Identify purposes and characteristics of nonfiction. For example:
    a. Distinguish between fiction and nonfiction.
    b. Distinguish among varieties of nonfiction.
    c. Identify purpose and form of biography, essay, journal, diary, letters, autobiography, memoir, speeches, etc.

15. Analyze essential characteristics of poetry as a literary form. For example:
    a. Identify purposes of poetry as a form of communication.
    b. Identify kinds of poetry.
    c. Identify techniques of poetic construction.

16. Analyze the transfer of material from traditional genre into a popular arts medium. For example:
    a. Transfer of a novel into film.
    b. Aspects of the transfer of a poem into a popular song or ballad.
    c. Analyze the transfer of a stage drama into television scripting.

17. In the popular arts identify books, films, works in other media, and their authors, directors, etc.

18. Analyze the use of language to create character and setting. For example:
    a. Identify examples of language used specifically to introduce local color.
    b. Identify words most appropriate for conveying local color in a passage.
    c. Identify uses of dialect in establishing atmosphere and developing characters.
    d. Identify literary masterpieces in which dialect figures prominently.

19. Analyze the nature and uses of colloquialism in literature. For example:
    a. Identify colloquialisms typical of certain regions of the United States.
    b. Identify uses of colloquialisms in establishing location and developing characters.

20. Identify major trends in English literature. For example:
    a. Identify literary periods in Britain.
    b. Identify major authors and works in each age of English literature.
    c. Identify style(s) of major British authors (by author's name or by examples).
    d. Identify historical and cultural influences on English literature.
    e. Identify ethnic and regional works and authors (e.g., Hardy).

21. Identify major trends in American literature. For example:
    a. Identify major periods in American literature.
    b. Identify major authors and works of American literature.
    c. Identify styles of major authors.
    d. Identify historical and cultural influences on American literature.
    e. Identify ethnic and regional literature and authors (e.g., Faulkner).

22. Identify major trends in world literature. For example:
    a. Identify religious, cultural, national, and social influences in world literature.

23. Identify points of view in literature. For example:
    a. Identify the impartial observer.
    b. Identify the omniscient observer.
    c. Identify the first person observer.
    d. Identify the third person observer.

24. Recognize interdisciplinary nature of the humanities. For example:
    a. Identify common influences on literature, visual art, music, etc.
    b. Identify events influencing the arts.

25. Identify literature specially written for adolescents. For example:
    a. Identify literary works popular with adolescents.

Sources: Literature

Barricelli, Jean-Pierre, and Gibaldi, Joseph. Interrelations of Literature. New York: Modern Language Association, 1983.

This is a collection of essays dealing specifically with connections between literature and the other disciplines.

(Objectives: 22, 24)

Baugh, Albert C., ed. A Literary History of England. New York: Appleton-Century-Crofts, 1967.

This is a good source of information on British literature.

(Objectives: 1-6, 12, 13, 15, 20, 22, 24)

Bergman, Floyd L. The English Teacher's Activities Handbook: An Ideabook for Middle and Secondary Schools. Boston: Allyn and Bacon, Inc., 1975.

Each of the sections on composition, grammar, and language, literature, reading, and room management has been divided into an introduction, deliberation, evaluation, and application. A resource bibliography is included.

(Objectives: 1 b, c, d; 2 b, c, ; 3 a, b; 4; 7 a, c; 11 a, b, c, d; 12 a, b)

Booth, Wayne C. The Rhetoric of Fiction. Chicago: University of Chicago Press, 1961.

This text provides an excellent treatment of fiction.

(Objectives: 5, 6, 12, 20, 21)

Burton, Dwight L.; Donelson, Kenneth L.; Fillion, Bryant; and Haley, Beverly. Teaching English Today. Boston: Houghton Mifflin Company, 1975.

This text contains sections on planning instruction, verbal and written communication, teaching language and literature, non-print media, and evaluating student progress. Five excellent appendices are included.

(Objectives: 1 b, c, d; 2 b, c, d; 3; 4; 7 a, c; 11; 12 a; 14)

Sources: Literature (continued)

Burton, Dwight L. Literature Study in the High Schools. 3rd ed. New York: Holt, Rinehart and Winston, 1970.

This text deals with teaching literature in the high school and introduces the reader to young adult literature.

Carlsen, G. Robert. Books and the Teenage Reader. New York: Harper and Row, Publishers, 1980.

An introduction to adolescent literature, with chapters on traditional works and adult books appropriate for adolescents, on drama, nonfiction, censorship, and other issues.

(Objectives: 11, 12, 13, 14, 15, 17, 25)

Carlsen, G. Robert, and Carlsen, Ruth C. Encounters. New York: McGraw-Hill Book Company, 1979.

Contains a variety of literary selections for tenth grade students. Text includes vocabulary and composition exercises. Basic research skills are included.

(Objectives: 1; 2; 3 a, b; 4; 7 a, c; 11 a, b, c, d; 12 a; 13 a, d; 14 a, b)

Connolly, Francis. Adventures in Reading. Classic edition. New York: Harcourt, Brace and World, 1968.

A reading series for grades 8-12 which includes vocabulary, composition exercises, and research procedures for each level.

(Objectives: 1; 2; 3 a, b, c; 4; 7 a, c, e; 10 a, b, d; 11; 12; 13 a; 14; 22)

Donelson, Kenneth L., and Nilsen, Alleen Pace. Literature for Today's Young Adults. Glenview, Illinois: Scott, Foresman and Company, 1980.

This is a very good history of literature appropriate for adolescents. It contains exhaustive bibliographies and suggestions for teaching, as well as book reviews, criticisms, and projections for the future of the adolescent novel.

(Objectives: 5-9, 12, 14, 17, 21, 25)

Sources: Literature (continued)

Douglas, Wallace W. and Lavin, Albert L. Responding: One-Six. Lexington: Ginn and Company, 1973.

Sections include selections from classic, modern, and contemporary authors. Ideas, notes, and suggestions for further understanding, discussion, and research are provided.

(Objectives: 1 b, c, ; 2 b, c, d; 3 a, b, c, ; 4; 7 a; 11 a, b, c, d; 12 a; 14 a, b; 23)

Gleckner, Robert F., and Enscoe, Gerald E. Romanticism: Points of View. Englewood Cliffs: Prentice-Hall, 1962.

This is an old, but very good, collection of essays on romanticism.

(Objectives: 4)

Giblin, Thomas R. Popular Media and the Teaching of English. Pacific Palisades, CA: Goodyear Publishing Co., 1972.

This has several useful chapters on literature and other media.

(Objectives: 16)

Goodman, Paul. The Structure of Literature. Chicago: The University of Chicago Press, 1954.

Good introduction to criticism, emphasizing genre criticism, with attention to comedy, tragedy, poetry, and the novel.

(Objectives: 1-4, 6, 7, 12, 13, 15, 22, 23)

Hillocks, George. The Dynamics of English Instruction. New York: Random House, 1971.

This English methods text has good chapters on the teaching of literature.

Hook, J.N., and Evans, William H. The Teaching of High School English. 5th ed. New York: John Wiley and Sons, 1982.

Sections on organization, planning, and instruction in reading, grammar, and composition.

(Objectives: 1 b, c, d; 2 b, c, d; 3 a, b; 4 c; 7 a; 10 a; 11 a; 13 a, b)

Sources: Literature (continued)

Judy, Stephen N., and Judy, Susan J. The English Teacher's Handbook. Cambridge: Winthrop Publishers, Inc., 1979.

Sections on planning curriculum, constructing materials, and individualizing are followed by ideas and discussions of techniques to use in teaching. Resources are included.

(Objectives: 1 b, c, d; 2 b, c, d; 3 a, b; 4 c; 7 a; 10 a; 11 a; 12 a)

Kreiger, Murray. The Tragic Vision. Chicago: The University of Chicago Press, 1960.

Detailed analysis of tragedy, especially in novels.

(Objectives: 1, 5, 6, 12)

Loban, Walter; Ryan, Margaret; and Squire, James R. Teaching Language and Literature. 2nd ed. New York: Harcourt, Brace and World, 1969.

Sections include grammar, logical thinking, communication skills, literature appreciation, values, and planning.

(Objectives: 1; 2; 3 a, b; 4 c; 7 a, c; 11 a, b, c, d; 12 a; 14 a)

Macy, John. The Story of the World's Literature. New York: Washington Square Press, 1965.

Outdated, yet recommended for its brevity and simplicity.

(Objectives: 22)

Meyers, Frank G. series ed. Passport Series. Englewood Cliffs: Prentice-Hall, Inc., 1978.

Contents include various literary selections representative of major writing styles and techniques, logical thinking, and literary analysis.

(Objectives: 14 b)

Perrine, Laurence. Story and Structure. New York: Harcourt, Brace and World, 1959.

_____. Sound and Sense. New York: Harcourt, Brace, and World, 1963.

These are both intended as introductions to the analysis of the genres—the short story in the first book and poetry in the second. Both have good selections and excellent commentary.

(Objectives: 15, 21)

Rodrigues, Raymond Jr., and Badaczewski, David. A Guidebook for Teaching Literature. Boston: Allyn and Bacon, Inc., 1978.

Sections on organization, planning, and instruction in literature are accompanied by relevant composition exercises on reproduction pages.

(Objectives: 12 a; 14 b)

Rosenblatt, Louise. Literature as Exploration. New York: Noble and Noble, 1968.

_____. The Reader, the Text, the Poem: The Transactional Theory of the Literary Work. Carbondale, Ill: Southern University Press, 1978.

The two books by Rosenblatt are excellent introductions to both criticism and teaching. They deal extensively with the act of reading and interpreting literature.

(Objectives: 5-9, 14, 24)

Sheridan, Marion C., et al. The Motion Picture and the Teaching of English. New York: Appleton-Century-Crofts, 1965.

Outdated, but useful work on the relationship of literature to film.

(Objectives: 16)

Spiller, Robert R., et. al. Literary History of the United States. New York: Macmillan Co., 1968. (Possibly a new edition).

This is an excellent, comprehensive history of the literature of the United States, although it does not adequately deal with the literature of minority groups.

(Objectives: 1-6, 10-13, 15, 18, 19, 21)

Sources: Literature (continued)

Symes, Ken M. Two Voices: Writing About Literature. Atlanta: Houghton Mifflin Company, 1976.

Multi-level writing exercises geared for response to literary selections provide the focus of this text.

(Objectives: 1 b, c, d; 3 a, b; 4 c; 7 a, c; 11 a, b, c, d; 12 a; 14 b)

Thrall, William F., et. al. A Handbook to Literature. New York: Odyssey Press, 1960.

A useful reference while studying the following works--it is a handbook of literary terminology, and though it provides complete information on nothing, it has an introduction to almost everything.

(Objectives: ALL)

Tompkins, Jane. Reader-Response Criticism: From Formalism to Post-Structuralism. Baltimore: The Johns Hopkins University Press, 1980.

This is the best available anthology of contemporary critical theory. Most of the essays are appropriate at the undergraduate or graduate level.

(Objectives: 5-10)

Wellek, Rene, and Warren, Austin. Theory of Literature. New York: Harcourt, Brace and World, 1956.

Text offers a good foundation in criticism when accompanied by Rosenblatt or Tompkins.

Reading

1. Identify sight vocabulary words appropriate for each grade level. For example:
   a. Distinguish between basic and enrichment items.
   b. Distinguish teaching level (independent, instruction, frustration) of sight items.
   c. Identify techniques for teaching sight vocabulary.

2. Identify techniques of using context clues for extracting meaning from print.

3. Identify techniques of word analysis. For example:
   a. Identify forms of phonetic recognition.
   b. Identify forms of structural recognition (word configurations), word forms).

4. Identify techniques of structural analysis. For example:
   a. Recognize word configurations.
   b. Recognize word forms (e.g., contractions, plurals).

5. Identify the obvious literal meaning of passages.

6. Interpret reading matter on basis of inferred meaning. For example:
   a. Identify techniques of teaching interpretive comprehension.

7. Internalize and transfer meaning of passage.

8. Critically evaluate a reading passage.

9. Identify different purposes, rates, and speed of reading. For example:
   a. Analyze techniques for skimming material.
   b. Identify techniques of scanning material where appropriate.
   c. Identify techniques of reading for detail.
   d. Identify variety of purposes for reading.

10. Distinguish between formal and informal reading levels. For example:
    a. Identify uses of informal reading inventories.
    b. Identify reading levels, instruments, etc., in content areas.
    c. Recognize the varieties of informal reading levels.

11. Recognize techniques of identifying students' reading interests. For example:
    a. Identify inventories for assessing reading interests.
    b. Identify sources of information on reading interests at various age levels.

Reading (continued)

12. Identify techniques for assessing reading skills. For example:
    a. Interpret the results of standardized tests.

Sources for Reading

Burmeister, Lou E. Reading Strategies for Middle and Secondary School Teachers. 2nd ed. Reading, Mass: Addison Wesley Publishing Company, 1978.

Unit One, "Adjusting Reading Materials for All Students," includes the topics of readability and assessment. Unit Two, "Developing Classroom Strategies for Reading in Content Fields," provides teaching approaches. Unit Three, "Improving Learning Through Reading Development in Content Fields and Reading Classes," consists of five chapters dealing with reading skills and techniques. Unit Four, "Utilizing School Wide Resources and Staff," includes information on the use of library resources.

(Objectives: 1-12)

Denchant, Emerald. Teacher's Directory of Reading Skill Aids and Materials. West Nyack: Parker Publishing Company, Inc., 1981.

Sections deal with development of materials for reading comprehension.

(Objectives: 1-6, 8-11)

Hook, J. N., and Evans, William H. The Teaching of High School English. 5th ed. New York: John Wiley and Sons, 1982.

Sections include organization, planning, and instruction in reading, grammar, and composition.

(Objectives: 1, 2, 4, 5, 6, 7, 10)

Sources: Reading (continued)

Judy, Stephen N., and Judy, Susan J. The English Teacher's Handbook. Cambridge: Winthrop Publishers, Inc., 1979.

Sections on planning curriculum, constructing materials, and individualizing are followed by ideas and discussion of techniques to use in teaching English. Resources are included.

(Objectives: 1 c, 2, 5, 6, 7, 10, 11)

Niles, Olive S.; Fitzgerald, Thomas P.; Dougherty, Mildred; and Memory, David. Signal Series: Reading Tactics A-F. Scott, Foresman and Company, 1977.

The Signal series includes six readers for grades 7-12. The readers and accompanying exercise books include student objectives and activities for Reading objectives listed below.

(Objectives: 2-9)

Pastva, Sr. Agnes Ann, and Owen, Sr. Mary. Composing with Style. Composing with Sentences. Composing with Paragraphs. The Cambridge Writer's Program. New York: Cambridge Book Co., 1974.

Volumes begin with word choice, context clues, and basic writing skills.

(Objectives: 2, 5, 7, 9, 10, 11)

Reeves, Ruth. The Teaching of Reading in Our Schools. New York: Macmillan Company, 1966.

Sections include approaches to reading analysis, predicting outcomes, and drawing conclusions. Special programs, testing, and relevant periodicals are discussed.

(Objectives: 1-12)

Robinson, H. Alan. Teaching Reading and Study Strategies: The Content Areas. 2nd ed. Boston: Allyn and Bacon, 1978.

Assessment and evaluation procedures, vocabulary, comprehension, and readability strategies are considered in Part 2. Critical reading objectives are addressed in the chapters on specific content reading skills.

(Objectives: 2, 5-12)

Sources: Reading (continued)

Roe, Betty D.; Stoodt, Barbara D.; and Burns, Paul C. Reading Instruction in the Secondary School. Revised ed. Chicago: Rand McNally, 1978.

Includes chapters on word recognition and anaylsis skills, vocabulary development, comprehension, and study skills as well as three separate chapters on special content reading skills and one on assessment.

(Objectives: 1-11)

Shepherd, David L. Comprehensive High School Reading Methods. 3rd ed. Columbus: Charles E. Merrill Publishing Company, 1982.

Diagnostic procedures; basic skills and strategies for vocabulary development, word analysis, comprehension, and study skills; and applying reading skills in the content area.

(Objectives: 2-12)

Simons, Sandra McCandless. Rally! A Reading Program, Levels A-C. Harcourt, Brace, Jovanovich, 1979, 1980.

A set of readers and exercise books for a developmental reading program for junior and senior high school students reading below grade level.

(Objectives: 2-9)

Smith, Carl B.; Elliott, Peggy G. Reading Activities for Middle and Secondary Schools: A Handbook for Teachers. New York: Holt, Rinehart and Winston, 1979.

Activities for all the objectives listed below. A good resource to review for techniques for teaching a variety of skills.

(Objectives: 1-9)

Smith, Carl B.; Smith, Sharon L.; and Mikulecky, Larry. Teaching Reading in Secondary School Content Subjects: A Bookthinking Process. New York: Holt, Rinehart and Winston, 1978.

Strategies for vocabulary development, comprehension, and study skills are followed by assessment and evaluation techniques.

(Objectives: 2-7, 10-12)

Sources: Reading (continued)

Troyka, Lynn Q., and Nudelman, Jerrold. Steps in Composition. Englewood Cliffs: Prentice-Hall, Inc., 1976.

Content goes from topic sentences through essay writing. Basic skill mastery is understood.

(Objectives: 1, 2, 3, 5, 6, 7, 9, 10, 11)

Oral Communication

1. Recognize characteristics of clear diction. For example:
   a. Distinguish between pronunciation and enunciation.
   b. Distinguish between pronunciation of regional standard English and regional dialects.
   c. Recognize importance of specific vowel and consonant sounds in pronunciation.
   d. Recognize accented and unaccented syllables.
   e. Recognize stress and juncture.

2. Identify qualities of a clear, pleasant speaking voice (e.g., resonance, pitch). For example:
   a. Identify techniques for improving vocal qualities.

3. Identify techniques for fostering productive large-group discussion. For example:
   a. Identify appropriate uses of discussion techniques (e.g., brainstorming).
   b. Identify types of large-group discussions and techniques for fostering productive large-group discussions.

4. Identify techniques for fostering productive small-group discussion. For example:
   a. Identify appropriate uses of informal debate, workshops, etc.

5. Recognize the purposes of different types of individual speaking and identify the techniques of each. For example:
   a. Identify techniques of speaking to convey information.
   b. Identify techniques of persuasive speaking (e.g., fluency, logic, color, illustration).
   c. Know techniques of speaking to inspire audience (e.g., conviction, message, appear to needs, goals, aspirations).
   d. Analyze techniques of speaking to entertain audience.
   e. Recognize level of sophistication of audience.
   f. Analyze function of anecdote, parody, jokes, etc.

6. Identify functions of different methods of oral delivery and situations in which they are appropriate. For example:
   a. Identify abilities and skills involved in different methods of delivery (e.g., speaking extemporaneously, formal presentation, speeches for different occasions, oratory).

7. Identify skills involved in conducting an interview. For example:
   a. Identify purpose of interview.
   b. Identify techniques appropriate for achieving different purposes (e.g., getting information, assessing abilities, counseling).

Oral Communications (continued)

8. Identify skills in oral reading of prose (e.g., reading ahead, clear enunciation), and occasions or situations in which oral reading of prose may be used or is appropriate.

9. Identify techniques and skills involved in oral reading of poetry. For example:
   a. Identify preprequisites for good reading (e.g., understanding poem, empathizing with poet's feelings).

10. Identify skills involved in oral reading of dramatic material. For example:
    a. Identify ways to project meaning, interpret passages or speeches, portray character.

11. Identify methods of interpretation of dramatic character. For example:
    a. Identify role of character in total plot.
    b. Identify relationships between character portrayed and other persons in plot.
    c. Identify behaviors, voice qualities, etc., to be used to portray character.

12. Identify uses of role-playing in different contexts. For example:
    a. Identify uses of role-playing as a teaching tool.
    b. Identify techniques of good role-playing.
    c. Identify types of problems for which role-playing may be a solution.

13. Identify uses of improvisation and situations in which it is appropriate. For example:
    a. Identify methods or types of improvisation.
    b. Identify situations in which improvisation is necessary or appropriate.

14. Identify techniques and uses of pantomime. For example:
    a. Identify techniques for portraying roles or situations through pantomime.

15. Identify various forms of nonverbal communication and their meanings. For example:
    a. Understand terminology of nonverbal communication (e.g., "proxemics," "body language").
    b. Identify the role of nonverbal communication in general communication and, specifically, in the classroom.
    c. Identify meaning of specific gestures, body postures, etc.

Sources for Oral Communications

Altick, Richard D. Preface to Critical Reading. New York: Holt, Rinehart and Winston, 1960.

Sections on denotation and connotation, diction, patterns of clear thinking. tone, and other skills related to critical reading are presented in this text.

(Objectives: 1, 2, 3, 4, 5, 9, 10, 15)

Bacon, Wallace. Oral Interpretation and the Teaching of Literature in Secondary Schools. New York: Speech Communication Association, 1974.

This short volume discusses how oral interpretation can be used in teaching literary works, the reasons for doing it, and some specific methods for working with poetry, plays, and short stories.

(Objectives: 8, 9, 10, 11)

Burton, Dwight L.; Donelson, Kenneth L.; Fillion, Bryant; and Haley, Beverly. Teaching English Today. Boston: Houghton Mifflin Company, 1975.

Sections on planning instruction, verbal and written communication, teaching language and literature, non-print media, and evaluating student performance are included. Appendices include junior novels, films, theme units, and activity cards.

(Objectives: 2, 3, 4, 6, 15)

Cohen, Robert. Acting Power. Palo Alto: Mayfield Publishing Company, 1978.

Filled with exercises designed to intensify role-playing techniques and with time-tested ideas for improvisation. Builds upon the fundamentals established by McGaw (see below) with a cybernetic approach to acting skills.

(Objectives: 12, 13)

Sources: Oral Communications (continued)

Dechant, Emerald. Teacher's Directory of Reading Skill Aids and Materials. West Nyack: Parker Publishing Company, Inc., 1981.

Sections deal with development of materials for reading comprehension.

(Objectives: 1, 2)

Fernandez, Thomas L. Oral Interpretation and the Teaching of English. Champaign, Illinois: NCTE, 1969.

This collection of essays ranges from the motivation for using oral interpretation in every English class to the practical concerns in implementation.

(Objectives: 8, 9, 10, 11)

Fisher, Hilda B. Improving Voice and Articulation. 2nd ed. Boston: Houghton Mifflin Company, 1975.

A comprehensive text, which examines the phonetic characteristics or oral English, includes a clear explanation of the mechanics of speech and vocal characteristics.

(Objectives: 1, 2)

Forsdale, Louis. Nonverbal Communication. New York: Harcourt, Brace, Jovanovich, 1974.

This text, which focuses exclusively on nonverbal communication, is intended for use in high school classrooms.

(Objectives: 15)

Georgia Department of Education. A Framework for Mass Communication in the Communicative Arts. 1977.

Sections on components, relationships, complexities, vehicles, systems characteristics, functions, historical development, trends, controls, and contemporary issues are included in this state publication.

(Objectives: 2, 3, 4, 7)

Sources: Oral Communications (continued)

Hagen, Uta. Respect for Acting. New York: Macmillan Publishing Company, 1973.

The book is broken into a series of essential exercises, each of which is designed to demonstrate how developing character is achieved through crucial attention to detail.

(Objectives: 11)

Halliday, Mina G., editor. A Guide for Teaching Speech Today: Six Alternative Approaches. Skokie, IL: National Textbook, 1979.

Curriculum guidelines including activities, resources, and evaluation methods are given for six types of oral communication courses: (1) Career Communication, (2) Interpersonal Communication, (3) Survey Approach, (4) Group Dynamics Approach, (5) Public Speaking Approach, and (6) Receiver-Based Communication.

(Objectives: 3, 4, 5, 6, 12, 15)

Hand, John. Growth in English. Power in English. Palo Alto: Laidlaw Brothers, 1972.

Sections include organization, planning, and instruction in reading, grammar, and composition.

(Objectives: 1, 2, 3, 4, 12)

Hoetker, James. Theater Games: One Way Into Drama. Urbana: NCTE, 1975.

This slender booklet provides the basics about role-playing, improvisation and how these can be integrated into classroom teaching. It is based on Viola Spolin's Improvisation for the Theatre, the classic work in this area.

(Objectives: 11, 12, 13, 14)

Hook, J. N., and Evans, William H. The Teaching of High School English. 5th ed. New York: John Wiley and Sons, 1982.

Sections include organization and planning classroom instruction in reading, grammar, and composition.

(Objectives: 1, 3, 4, 12)

Sources: Oral Communications (continued)

Huckleberry, Alan W., and Strother, Edward S. Speech Education for the Elementary Teacher. 2nd ed. Boston: Allyn and Bacon, Inc., 1972.

While the text covers a wide range of materials and methods appropriate for developing oral communicative skills, Chapter 8 focuses on creative dramatics with emphasis on pantomime and role-playing.

(Objectives: 12, 13, 14)

John, Mellie; Yates, Pauline; and Delaney, Edward. Basic Language. New York: Harper and Row, Publishers, Inc., 1979.

(Objectives: 1, 2, 3, 4, 12)

Judy, Stephen N., and Judy, Susan J. The English Teacher's Handbook. Cambridge: Winthrop Publishers, Inc., 1979.

Sections on planning curriculum, constructing materials, and individualization are followed by ideas and discussion of techniques to use in teaching. Resources are included.

(Objectives: 1, 2, 3, 4, 5, 12)

Kerr, Elizabeth M., and Alderman, Ralph M. Aspects of American English. New York: Harcourt, Brace & World, Inc., 1963.

Sections discuss the principles of language with regard to historical, regional, literary, and colloquial, as well as social or class aspects.

(Objectives: 3, 4, 5, 6)

Klopf, Donald W. and Cambra, Ronald E. Speaking Skills for Prospective Teachers. Englewood, CA: Morton Publishing, 1983.

Intended not just for teachers of speech communication but for all new teachers, this book offers practical suggestions about lecturing, leading group discussion, and recognizing students' feelings about communication. It also includes chapters discussing communication theory as it applies to classroom communication.

(Objectives: 3, 4, 7, 15)

Sources: Oral Communications (continued)

Kuhlman, Yvonne, and Barkley, Joyce. Spectrum of English: Language, Composition, Expression. Encino: Glencoe Publishing Co., Inc., 1979.

Sections on sentence structure, word choice, and communication with others are included.

(Objectives: 2, 3, 4, 6, 7)

Lee, Charlotte I., and Galati, Frank. Oral Interpretation. 5th ed., Boston: Houghton Mifflin Company, 1977.

Sections of this comprehensive text present specific information regarding the oral presentation of prose, poetry, and dramatic literature with emphasis on analysis and delivery. Numerous examples are included.

(Objectives: 8, 9, 10)

McGaw, Charles. Acting is Believing. 4th ed. New York: Holt, Rinehard and Winston, 1980.

This book provides a fundamental vocabulary for the actor, discusses crucial elements of relaxation and concentration, and offers many effective exercises for improvisation and pantomime.

(Objectives: 11, 13, 14)

Minnick, Wayne. Public Speaking. 2nd ed. Boston: Houghton Mifflin Company, 1983.

This basic survey text examines selection of topic, organization, development of support, and types of public speaking for different occasions.

(Objectives: 4, 5, 6, 7)

O'Connor, J. Regis. Speech: Exploring Communication. Englewood Cliffs: Prentice-Hall, 1981.

This high school text provides comprehensive coverage of oral communication including sections on listening, group discussion, public speaking, parliamentary procedure, performing arts, and broadcast communication.

(Objectives: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15)

Sattler, William M., and Miller, N. Edd. Discussion and Conference. 2nd ed. Englewood Cliffs: Prentice-Hall, Inc., 1968.

A comprehensive examination of small group decision-making. Some sections address the element of large groups.

(Objectives: 3, 4)

Stewart, Charles J. Teaching Interviewing for Career Preparation. Annandale, VA: Speech Communication Association, 1976.

This brief volume is a teaching aid which includes principles and activities for teaching interviewing skills. It is limited to information-gathering and employment interviews.

(Objectives: 7)

Symes, Ken M. Two Voices: Writing About Literature. Atlanta: Houghton Mifflin Company, 1976.

Multi-level writing exercises geared for responding to literary selections are the primary focus of this text.

(Objectives: 2, 7, 10)

Tubbs, Stewart L., and Moss, Sylvia. Interpersonal Communication. 2nd ed. New York: Random House, 1981.

This book examines various components which are used in face-to-face interaction with others. Specific chapters deal with nonverbal communication, dyadic communication (including the interview), and small group communication.

(Objectives: 4, 7, 15)